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# MONTANA ADVISORY COUNCIL

6th ANNUAL  
EVALUATION  
REPORT

December, 1975

***For  
Vocational Education***

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EVALUATION  
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Vocational Education  
Annual Report

January 30, 1976

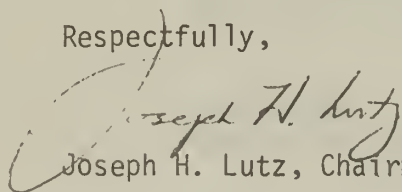
Mrs. Harriett C. Meloy, Chairman  
Board of Public Education  
1317 Ninth Avenue  
Helena, MT 59601

Dear Mrs. Meloy:

The Advisory Council for Vocational Education is pleased to transmit its Sixth Annual Report on Vocational Education. This report, made in accordance with P. L. 90-576, is forwarded to the State Board of Education for its use and for transmittal to the United States Commissioner of Education and the National Advisory Council on Vocational Education. As you know, the law provides that when forwarded, this report may be accompanied by any comments that the State Board thinks are appropriate.

We have made every effort to be objective in our evaluation and believe that implementation of the recommendations will lead to better vocational education for the people of Montana.

Respectfully,

  
Joseph H. Lutz, Chairman

JHL/rm

cc: Dolores Colburg  
Richard Bennett  
Marjorie King  
Earl Barlow

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## INTRODUCTION

The Vocational Education Amendments of 1968 (P.L. 90-576) require each State Advisory Council for Vocational Education to conduct annually an independent evaluation of the state's vocational education effectiveness. The Vocational Education Amendments of 1968 call for an evaluation of vocational education programs, services and activities in the state, and a report of the results of the evaluation to be published and disseminated.

Two specific topics related to Montana vocational education were studied the past year by the Montana Council. The first study was conducted in cooperation by the Council and the Western Interstate Commission for Higher Education. A WICHE intern, Ken Johnston conducted the research and compiled the report "A Survey of Present and Potential Postsecondary Vocational Education Programs in Montana." A second study conducted independently by the Council members and staff dealt with a review of health occupations education programs funded with vocational education monies. Schools visited in the two studies included the five postsecondary vocational-technical centers: Billings, Butte, Great Falls, and Helena; three community colleges: Dawson, Flathead and Miles; Northern Montana College, and the secondary program at Bozeman Senior High School.

The State Advisory Council, appointed by the Governor, independent and separate from the Board of Public Education is committed to the goal of achieving a progressively higher quality of vocational education



for Montana. Therefore, the Council has contributed extensive hours to the study and review of the governance structure of vocational education in Montana. This study will be submitted as a separate report.



## SUMMARY OF RECOMMENDATIONS

1975 - 76

The Council recommendations are stated here in summary form for easy reference. Each recommendation is restated with support information beginning on page 6.

Based on information gained through the activities of the Council during 1975, the following recommendations are submitted:

It is recommended that:

1. The Board of Public Education in its policy manual for postsecondary vocational-technical centers and in the State Plan for Administration, clearly describe all policies of the Board which affect postsecondary vocational education in Montana. (p.6)
2. The Board of Public Education review present Board rules and regulations, state and federal statutes, to determine any conflict they may present with current Board philosophy for vocational education. The Council recommends that appropriate action by the Board be taken to resolve conflicts. (p.7)
3. The Board of Public Education institute an assessment of statewide employment needs. The assessment once instituted should be continuous so that all areas of employment opportunity are regularly reviewed. The system should be developed in cooperation with interested agencies in a manner that would be compatible with existing or potential regional and national employment data. (p.10)
4. The Board of Public Education, when considering approval of voca-





tional education programs, give heavy weight to the data from the employment needs assessment. (p. 10)

5. In order to reach the goal of making vocational education available to all Montana citizens, the Board of Public Education through written philosophy and policy should clearly establish its objectives concerning where vocational education is to be offered, the range and types of vocational training, and the groups to be served. (p.10)
6. A uniform system of accounting for all vocational education funds (local, state and Federal) be developed for use by all schools. Financial reports, using the uniform system, be submitted to the Board of Public Education. (p.12)
7. The Board of Public Education provide for further research into the adequacy of the amount and type of clinical experience available to students in health occupations programs. (p.15)
8. The Board of Public Education encourage local schools to actively involve advisory committees for all vocational education programs. Students should be participating members of each committee. (p.15)
9. The Board of Public Education give encouragement, leadership and financial assistance to local education agencies so that they can:  
(1) provide more information to the student and prospective student regarding job placement services available and (2) establish placement services where needed. (p.16)
10. The Board of Public Education encourage schools to continue using performance based objectives progress reports in health occupations



education programs. (p. 17)

11. The Board of Public Education in cooperation with the Board of Regents continue their review of teacher preparation in vocational education. This is especially important in the field of health occupations education. (p.17)
12. The Board of Public Education, in cooperation with other boards and agencies, should implement the "ladder concept" in health occupations education programs. This would allow student mobility without needless repetition of training. (p.18)



"A SURVEY OF PRESENT AND POTENTIAL POSTSECONDARY VOCATIONAL  
EDUCATION PROGRAMS IN MONTANA"

The purpose of this study is to determine what is presently being offered in postsecondary vocational education in Montana; what could and should be offered; and where this could best be done and by whom, considering costs, manpower needs, and the present capabilities of schools.

Data gathered indicate that postsecondary school administrators have diverse ideas as to what their institution's role is in the state vocational system. The responses varied from: "there doesn't seem to be any system" to "we provide vocational education to the students of northwest Montana." Also, included in the responses were such comments as "to serve the graduates of the tech center who want to continue their education but do not want to be engineers," "the state needs better long range plans so the centers can do a better job of developing their program for state system needs" and "to train, retrain and upgrade people for employment." The range of responses indicate there is no consistent viewpoint among the schools—a lack of consistency that could be a problem in administration and supervision of vocational education. A philosophy and plan for the role of all postsecondary vocational education in Montana is lacking. Input from the administrators would be most helpful in development of such a plan.

RECOMMENDATION 1

THAT THE BOARD OF PUBLIC EDUCATION IN ITS POLICY MANUAL FOR POST-SECONDARY VOCATIONAL-TECHNICAL CENTERS AND IN THE STATE PLAN FOR ADMIN-



ISTRATION, CLEARLY DESCRIBE THE POLICY OF THE BOARD RELATING TO THE ROLE OF POSTSECONDARY VOCATIONAL EDUCATION IN MONTANA.

## RECOMMENDATION 2

THAT THE BOARD OF PUBLIC EDUCATION REVIEW PRESENT BOARD RULES AND REGULATIONS, STATE AND FEDERAL STATUTES TO DETERMINE ANY CONFLICT THEY MAY PRESENT WITH CURRENT BOARD PHILOSOPHY FOR VOCATIONAL EDUCATION. THE COUNCIL RECOMMENDS THAT APPROPRIATE ACTION BY THE BOARD BE TAKEN TO RESOLVE CONFLICTS.

The total vocational education program consists of courses, sequence of courses, or groups of courses that comprise the total offerings in vocational education. The program could be as broad as the occupational structure itself, except that federal legislation for vocational education, (P.L. 90-576), excludes occupations that are classified as professional and require a baccalaureate or higher degree.<sup>1</sup>

The vocational education program should be closely related to the occupations or jobs that employ most of the people. In this sense the program should be sensitive to employment and should change as employment demands fluctuate or change. As new occupations and jobs are developed, vocational education should adapt its programs to embrace

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"Vocational Education Amendments of 1968", Public Law 90-576, Section 108 (1), 90th Congress, H.R. 18366, 1968, (Washington: U.S. Government Printing Office, 1968).





these new employment areas. Similarly, as old occupations cease to provide employment opportunities, vocational education should eliminate preparation for those occupations.

Conflict of principles appears when an enrollment demand exists, but employment demand does not. Denying individuals the right to instruction they desire, i.e. the freedom of choice concept, can be inconsistent with the employment potential concept. Freedom of choice is modified in vocational education theory by addition of the idea that students must be able to benefit from the instruction.<sup>1</sup> Benefit, in this case is often interpreted to mean monetary value rather than personal satisfaction or other values, since the ultimate goal of vocational education is to educate people so they can be placed on a job. Program development in vocational education should be guided by employment opportunities, job placement and student preference.

Establishment and maintenance of programs should also be influenced by the "availability" concept in vocational education. This concept is specified in the Vocational Education Amendments of 1968.

"Sec. 101. It is the purpose of this title to authorize Federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earning from such employment to continue their vocational

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"Vocational Education Amendments of 1968", Public Law 90-576, Section 101, 90th Congress, H.R. 18366, 1968, (Washington: U. S. Government Printing Office, 1968).



training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.<sup>1</sup>

and the Montana Constitution

(1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.<sup>2</sup>

These mandates clearly present the legislature with the task of establishing what financial commitment the state is willing to devote to meeting the vocational needs of Montanans. They also make it necessary for the Board of Public Education to establish the specific objectives by which they may reach these goals. The Board of Public Education is in position to give direction to these goals. Therefore, the Council recommends:

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<sup>1</sup>"Vocational Education Amendments of 1968", Public Law 90-576, 90th Congress, H.R. 18366, 1968, (Washington: U.S. Government Printing Office, 1968).

<sup>2</sup>Constitution of the State of Montana, Article X, Section 1 (1), (Indianapolis: The Allen Smith Co., 1972).



RECOMMENDATION 3

THAT THE BOARD OF PUBLIC EDUCATION INSTITUTE AN ASSESSMENT OF STATE-WIDE EMPLOYMENT NEEDS. THE ASSESSMENT ONCE INSTITUTED SHOULD BE CONTINUOUS SO THAT ALL AREAS OF EMPLOYMENT OPPORTUNITY ARE REGULARLY REVIEWED. THE SYSTEM SHOULD BE DEVELOPED IN COOPERATION WITH INTERESTED AGENCIES IN A MANNER THAT WOULD BE COMPATIBLE WITH EXISTING OR POTENTIAL REGIONAL AND NATIONAL EMPLOYMENT DATA.

RECOMMENDATION 4

THAT THE BOARD OF PUBLIC EDUCATION, WHEN CONSIDERING APPROVAL OF VOCATIONAL EDUCATIONAL PROGRAMS, GIVE HEAVY WEIGHT TO THE DATA FROM THE EMPLOYMENT NEEDS ASSESSMENT.

RECOMMENDATION 5

THAT IN ORDER TO REACH THE GOAL OF MAKING VOCATIONAL EDUCATION AVAILABLE TO ALL MONTANA CITIZENS, THE BOARD OF PUBLIC EDUCATION THROUGH WRITTEN PHILOSOPHY AND POLICY SHOULD CLEARLY ESTABLISH ITS OBJECTIVES CONCERNING: WHERE VOCATIONAL EDUCATION IS TO BE OFFERED, THE RANGE AND TYPES OF VOCATIONAL TRAINING, AND THE GROUPS TO BE SERVED.

The Council is concerned that in many instances federal vocational funds are being used to supplant rather than supplement local monies.<sup>1</sup>

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<sup>1</sup>U. S. Comptroller General, What is the Role of Federal Assistance Assistance for Vocational Education?, (Washington: U. S. Government Printing Office, 1974), p. 9.

And

"Vocational Education Amendments of 1968", Public Law 90-576, Section 123.(a)(11). 90th Congress, H.R. 18366, 1968, (Washington: U. S. Government Printing Office, 1968).



The fiscal policies for vocational education at the state level should involve much more than the development of statements concerning expenditures of federal funds. A consistent financial policy must be generated for the funding of all vocational education under the supervision of the state in order that vocational education funds are managed and spent wisely.

Johnston, in his study found that record keeping differences between the four colleges and four vo-tech centers make reliable comparisons impossible.<sup>1</sup> Differences were encountered in what was recorded and how it was recorded. Inconsistent cost reporting among schools relative to capital outlays make it impossible to compare program costs accurately.<sup>2</sup> The method of reporting program costs is inconsistent among the schools. Some reported a specific type of expenditure as an ancillary expense while others reported it as a program cost.<sup>3</sup>

To assist the state in its responsibility for administration and supervision of Montana vocational education each school should be reporting actual total expenditures for support of vocational education

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<sup>1</sup> Dawson College, Miles Community College, Flathead Valley Community College, Northern Montana College, Billings Vo-Tech, Great Falls Vo-Tech, Helena Vo-Tech, Missoula Vo-Tech.

<sup>2</sup> Johnston, Kenneth, A Survey of Present and Potential Postsecondary Vocational Education Programs in Montana, (Boulder: Western Interstate Commission for Higher Education, 1975) p. 16.

<sup>3</sup> Ibid.







at the local level. This should be done in a manner that will not create excessive paperwork for the schools.

RECOMMENDATION 6

THAT A UNIFORM SYSTEM OF ACCOUNTING FOR ALL VOCATIONAL EDUCATION FUNDS (LOCAL, STATE AND FEDERAL) BE DEVELOPED FOR USE BY ALL SCHOOLS. FINANCIAL REPORTS USING THE UNIFORM SYSTEM BE SUBMITTED TO THE BOARD OF PUBLIC EDUCATION.



"A REVIEW OF SELECTED POSTSECONDARY VOCATIONAL HEALTH  
OCCUPATIONS EDUCATION PROGRAMS IN MONTANA"

The review of health occupations training programs conducted by the Montana Advisory Council for Vocational Education has revealed some interesting and valuable data. The study involved seven schools offering postsecondary health occupations programs. They included associate degree and licensed practical nurses training, nurse aide, and dental assistants. One high school program was visited but was not included in this report. The Council contacted 327 students, 24 instructors and 15 administrators. In each community a visit was conducted with a local group responsible for advising the program.

An orientation program for Council members was conducted before each visit at which time they were briefed on various aspects of the health professions including education, manpower need, regulatory agencies, and student viewpoints.

A full report of the conduct of the visits, tabulation of the results of the questionnaires, comments, and observations, is available upon request at the office of the Advisory Council.

This study sets forth many salient points, which are important to the success of health occupation educational programs. The review was purposely limited to a study of specific health occupations programs: nurse aide, licensed practical nurse, associate degree registered nurse, and dental assistant. This was necessary to maintain a project which was feasible in terms of both time and financial cost. Only those programs which were supported financially by the vocational education funds



available through the Board of Public Education were included in the study. The Board is the state agency responsible for vocational education in Montana. All programs surveyed had the approval of the Board of Public Education and, except for nurse aide, all programs were approved by the state, regional or national licensing board. There is no licensing board for nurse aides.

Students in health-related vocational education in general, were undecided if more time should be spent in on-the-job training. Forty-five percent of the beginning licensed practical nurse students sampled thought the program should not include any more on-the-job training. However, 40 percent of the licensed practical nurse students that were in the advanced programs, 38 percent of the first year associate degree nurse students, and 37 percent of the second year associate degree nurse students sampled, indicated a preference for more on-the-job training. The strongest support for more on-the-job time came from the dental assistants and nurse aide students. Exactly 50 percent of the first year dental assistants recommended more time and 80 percent of the second year dental assistants surveyed, indicated a preference for more on-the-job training. Although a small sample, 90 percent of the nurse aide students responding favored more on-the-job training.

There appears to be enough indication on the part of responding students to justify the following recommendation.



RECOMMENDATION 7

THAT THE BOARD OF PUBLIC EDUCATION PROVIDE FOR FURTHER RESEARCH INTO THE ADEQUACY OF THE AMOUNT AND TYPE OF CLINICAL EXPERIENCE AVAILABLE TO STUDENTS IN HEALTH OCCUPATIONS PROGRAMS.

The classroom topics and their sequence in the total curriculum of the different health occupation preparation programs were well received by the students. Eighty-five percent found the topics scheduled in a progressive sequence. Over three-fourths of them also indicated that the topics were coordinated with relevant work experience for the student. The students did not establish a consensus, however, as to their opinion of student input into the planning of the educational program. There was an almost equal distribution of the responses. Thirty-four percent agreed that there is student input into program planning. Thirty-seven percent disagreed and 29 percent were undecided.

Generally, the students surveyed indicated a satisfaction with the training program with which they were affiliated; but lack of a majority of student opinion regarding student input into program planning indicates a possible need exists in that area. Comments from teachers indicate that local advisory committee, if properly utilized, could be more help in curriculum development and revisions.

RECOMMENDATION 8

THAT THE BOARD OF PUBLIC EDUCATION ENCOURAGE LOCAL SCHOOLS TO ACTIVELY INVOLVE ADVISORY COMMITTEES FOR ALL VOCATIONAL EDUCATION





PROGRAMS. STUDENTS SHOULD BE PARTICIPATING MEMBERS OF EACH COMMITTEE.

Students were queried as to their impression of the adequacy of the placement services available to them. Nearly four times as many of the students agreed that placement services were adequate, as disagreed. This apparent strong agreement is overshadowed by the fact that the largest percentage were undecided about the adequacy of the placement services. Fifty-four percent of the responding students were apparently taking a "wait-and-see" position on placement services.

#### RECOMMENDATION 9

THAT THE BOARD OF PUBLIC EDUCATION GIVE ENCOURAGEMENT, LEADERSHIP AND FINANCIAL ASSISTANCE TO LOCAL EDUCATION AGENCIES SO THEY CAN: (1) PROVIDE MORE INFORMATION TO STUDENTS AND PROSPECTIVE STUDENTS REGARDING JOB PLACEMENT SERVICES AVAILABLE AND (2) ESTABLISH PLACEMENT SERVICES WHERE NEEDED.

Sixty percent of the students interviewed were aware of information provided by the schools about professional organizations in their field. Three-fourths agreed that progress reports, based upon performance objectives, are used by the faculty in counseling students. Comments by students indicated a strong preference for this type of reporting. In the areas of professional organizations and progress reporting, students agree that counseling information is satisfactory.



RECOMMENDATION 10

THE BOARD OF PUBLIC EDUCATION ENCOURAGE SCHOOLS TO CONTINUE USING PERFORMANCE BASED OBJECTIVE PROGRESS REPORTS IN HEALTH OCCUPATIONS EDUCATION PROGRAMS.

Instructors of the health occupations programs were overwhelmingly supportive of the program. Administrators strongly endorsed the programs but did not agree with the instructors that present programs are meeting health service training needs of the communities. They also disagreed that pre-service teacher education in the health occupations field is adequate. The administrators strongly emphasized that community health education needs are not being fully met and that pre-service teacher preparation programs are not meeting the need for health occupations instructors.

RECOMMENDATION 11

THAT THE BOARD OF PUBLIC EDUCATION IN COOPERATION WITH THE BOARD OF REGENTS CONTINUE THEIR REVIEW OF TEACHER PREPARATION IN VOCATIONAL EDUCATION. THIS IS PARTICULARLY IMPORTANT IN THE FIELD OF HEALTH OCCUPATIONS EDUCATION.

Responses, both written and oral, from students, instructors, and administrators indicated considerable interest in the "ladder concept" of health occupations education. The "ladder concept" is an education-



al design which provides opportunity for individuals to progress smoothly and efficiently in their educational pursuits. A key part of this design is the acceptance of previous education and/or experiences of the individual in succeeding segments of training. An example would be the acceptance, toward meeting graduation requirements, of those verified skills and competencies of a licensed practical nurse as he continues toward a baccalaureate degree in nursing. The concept has met with success in other states such as California, South Dakota, and Utah.

#### RECOMMENDATION 12

THAT THE BOARD OF PUBLIC EDUCATION, IN COOPERATION WITH OTHER BOARDS AND AGENCIES, SHOULD IMPLEMENT THE "LADDER CONCEPT" IN HEALTH OCCUPATIONS EDUCATION PROGRAMS. THIS WOULD ALLOW STUDENT MOBILITY WITHOUT NEEDLESS REPETITION OF TRAINING.



RESPONSE TO COUNCIL RECOMMENDATIONS  
OF 1974 - 75

The following recommendations were made by the Advisory Council for Vocational Education in the Fifth Annual Report of December, 1974. The Council made the following statements as they reviewed the action taken by the Board of Public Education on the recommendations.

RECOMMENDATIONS OF 1974-75

1. THE ADVISORY COUNCIL RECOMMENDS THAT THE BOARD FOR PUBLIC EDUCATION COMPILE A REPORT ANNUALLY ON VOCATIONAL EDUCATION ENROLLMENTS AND FINANCING. THE REPORT SHOULD CONTAIN CLEARLY DEFINED STANDARDS FOR RECORDING ENROLLMENT AND ACCOUNTING FOR FINANCIAL SOURCES CONTRIBUTED TO VOCATIONAL EDUCATION IN MONTANA. THIS REPORT SHOULD BE GIVEN WIDE DISSEMINATION WITHIN THE STATE.

To develop a reporting system on enrollment and financing the Board of Public Education has secured approval of a special grant from the U. S. Commissioner of Education using his discretionary funds under Part C of the Vocational Education Amendments of 1968 (P.L. 90-576). This project will develop management information for Montana vocational education. The state staff for vocational education has been instructed by the Board to update the present system of reporting. With this mandate and the grant project the Council is optimistic that the report requested in this recommendation will soon be forthcoming.

2. THE COUNCIL RECOMMENDS THAT THE BOARD CONTINUE TO DEVELOP A SYSTEM ACCURATELY ACCOUNTING FOR VOCATIONAL EDUCATION ENROLLMENTS, ALLOCATIONS OF FUNDS AND STUDENT FOLLOW-UP. THIS INFORMATION IS NECESSARY FOR PLANNING AND EVALUATION PURPOSES. THE BOARD IS COMMENDED FOR THE PRESENT PROGRESS OF THE SYSTEM AND URGED TO CONTINUE.





Staff was hired in late 1975. Responsibilities have been assigned which should lead to the accomplishment of this goal.

See recommendation number one above.

3. THE COUNCIL RECOMMENDS THAT EXTENSIVE REVIEW BE MADE OF THE PRESENT PROCEDURE FOR FUNDING VOCATIONAL EDUCATION IN MONTANA.

The Board of Public Education has made some minor funding procedure changes according to the FY 1976 State Plan for Administration of Vocational Education. The Board has also recently requested an audit of past funding procedures from FY 1965 to the present. This audit will be valuable to the Board in its review and consideration of past and future funding procedures.

4. THE COUNCIL RECOMMENDS THAT THE BOARD OF PUBLIC EDUCATION AND THE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION ESTABLISH AN ANNUAL JOINT MEETING OF THE TWO AGENCIES TO DISCUSS VOCATIONAL EDUCATION IN MONTANA.

The Council and the Board have not at present formalized a specific joint meeting but during the past six months representatives of the respective groups have met often at regularly called Board or Council meetings and in committee meetings to discuss vocational education needs in Montana.

5. THE ADVISORY COUNCIL RECOMMENDS ADDITIONAL FUNDS, BOTH STATE AND FEDERAL, BE MADE AVAILABLE THROUGH THE BOARD OF PUBLIC EDUCATION TO ENABLE THE STATE TO MEET THE GROWING DEMANDS OF STUDENTS FOR MORE AND BETTER VOCATIONAL EDUCATION OPPORTUNITIES.

The past fiscal year saw an increase of state and local funds toward the support of vocational education in Montana. The state and local expenditures increased approximately 27 percent over FY 74 while the federal funds for vocational education increased by



approximately 4 percent.

6. THE ADVISORY COUNCIL WILL CONTINUE TO STUDY THE RECOMMENDATIONS OF THE MONTANA COMMISSION ON POSTSECONDARY EDUCATION AFFECTING VOCATIONAL EDUCATION AND URGES THE BOARD OF PUBLIC EDUCATION TO DO LIKEWISE.

The Board of Public Education has assigned itself the task of reviewing the recommendations made by the Commission study. It has also responded to a suggestion of Governor Judge that the Board of Public Education and the Board of Regents cooperatively review the recommendations of the Commission which have inter-related involvement of the two boards. A policy and procedures manual was approved at the December, 1975 Board of Public Education meeting. Such a manual was recommended by the postsecondary commission in its 1974 report and was recommended by this Council in its 1970 Annual Evaluation Report.

7. THE COUNCIL AGAIN RECOMMENDS THE LOCAL SCHOOLS ADDRESS THEMSELVES TO THE PLACEMENT OF STUDENTS IN COOPERATION WITH THOSE AGENCIES AVAILABLE, ESPECIALLY THE MONTANA EMPLOYMENT SERVICE.

We are unable to report fully on the progress made through implementing this recommendation since available information we have related only to postsecondary placement. This seems to be very successful with reports indicating 75 to 100 percent placement of students from different program areas. Job placement of secondary school graduates is yet to be actively pursued by the local school but counseling of students for advance schooling has long been established.

8. THE COUNCIL RECOMMENDS THE BOARD OF PUBLIC EDUCATION ADOPT AND



## PUBLICIZE A STATEMENT OF POSITION ON CAREER EDUCATION.

The Board of Public education has still not adopted and publicized a position statement on career education. The Council feels it is important this be done soon. Pending legislation for career education, if enacted, will call for significant leadership from the state to properly assist the local schools in formulating and implementing career education concepts.

9. THE COUNCIL RECOMMENDS THE BOARD OF PUBLIC EDUCATION CONSIDER THE COMMENTS AND SUGGESTIONS OF THE REPORT "GUIDANCE AND COUNSELING, A CALL FOR CHANGE?" FROM THE JANUARY, 1974 PUBLIC MEETING ON VOCATIONAL EDUCATION. THE COUNCIL FEELS THIS INFORMATION IS PARTICULARLY APPROPRIATE FOR THE MARCH 10-11, 1975 BOARD MEETING EMPHASIZING CERTIFICATION AND ACCREDITATION.

Restructuring and reassignment of vocational guidance staff at the State level has been ongoing during the past year and a half. The Council is aware that the Board of Public Education is giving strong support to the "VIEW" project which is now available in most high schools and junior high schools. Work is being renewed on the development of a statewide placement and follow-up service. We are concerned that the state office is not adequately organized to provide for full time vocational guidance leadership at the state level. The guidance field is too large and complex for a part-time vocational guidance supervisor to meet the needs as expressed in the report of 1974.

10. THE COUNCIL RECOMMENDS TO THE BOARD OF PUBLIC EDUCATION AND THE GOVERNOR THAT THE PRESENT MAKE-UP OF THE 1202 COMMISSION BE CHANGED TO INSURE THAT: REPRESENTATION ON THE COMMISSION IS ESTABLISHED TO PROPERLY INFUSE..."OCCUPATIONAL EDUCATION INTO ELEMENTARY AND SECONDARY SCHOOLS ON AN EQUAL FOOTING WITH TRADITIONAL ACADEMIC



EDUCATION..."; AND THAT AGENCY NOW RESPONSIBLE FOR VOCATIONAL EDUCATION (BOARD OF PUBLIC EDUCATION) BE REPRESENTED BY MEMBERSHIP ON THE COMMISSION.

The 1202 Commission structure is no different now than when this recommendation was made and it has had no visible function in the vocational education field.





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